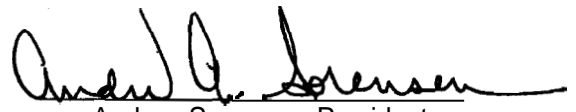


**Name of Institution:** University of South Carolina  
**Program Title:** Bachelor of Arts in Liberal Studies  
**Date of Submission:** February 15, 2007

  
Andrew Sorensen, President

## CLASSIFICATION

<b>Name of Proposed Program:</b>	<b>Bachelor of Arts in Liberal Studies</b>
<b>Academic Unit Involved:</b>	<b>Office of the Vice Provost and Executive Dean Regional Campuses and Continuing Education</b>
<b>Designation, Type, Level of Degree:</b>	<b>Major in Liberal Studies, Bachelor of Arts</b>
<b>Proposed Date of Implementation:</b>	<b>Fall 2007</b>
<b>CIP Code:</b>	<b>_____, New</b>

## JUSTIFICATION

### Purpose of the Program

The purpose of the Bachelor of Arts in Liberal Studies is to provide a curriculum responsive to the educational needs of the state and a student population distributed in areas of South Carolina served by the University's system of regional campuses. A large percentage of students attending these campuses are place-bound, and educational opportunities accessible to them are limited. This degree will enable these students to complete baccalaureate-level study in the very places to which they are geographically and economically tied.

This degree provides upper-level study in a range of liberal arts disciplines. Proposing a multi-disciplinary approach, the BLS will produce graduates who are well-rounded and knowledgeable in several fields of study. The multiple disciplinary degree path, rather than the interdisciplinary approach, which often utilizes two fields of study, will attract diverse, career-oriented students by making available curricula that correspond to employment opportunities and community needs. The integration of disciplines in the students' programs will allow them to become contributing citizens in a number of ways. The degree will foster students' ability to analyze and communicate effectively, think critically, solve problems, gain a global perspective and sense of social responsibility, and interpret human experience. Graduates will be prepared to contribute to their work environments and the larger society, and to grow personally and professionally throughout their careers. Additionally, liberal studies graduates will increase their income potential and their preparation for community leadership.

The Palmetto Program is the designator for the umbrella under which the office of the Provost will provide baccalaureate opportunities to students on regional campuses. The program is under the

---

As used herein, "regional campuses" refers to those at Lancaster, Salkehatchie, Sumter, and Union.

authority and direction of USC Columbia but enlists the expertise of numerous faculty members at all four regional campuses who are approved to teach upper-level courses. Through a blended delivery mode using both distance technology and the traditional classroom, the expertise of individual faculty members will be available to students on multiple campuses as well as their own. The BLS will offer new research and teaching opportunities that will not only benefit students; faculty growth and development will be enhanced as well.

### **Need for the Program in the State**

Typically, students enrolled on the regional campuses reside in the rural or remote areas of the state and have few chances to take advantage of opportunities found in the more urban population centers. None of the campuses is located in an area of thriving economy, and two of them are located in areas of economic deprivation. Postsecondary education is critical for building an educated and qualified workforce within a region. Communities with a more educated adult population have stronger economies and higher standards of living. The general educational level of the regional campuses' service areas is low.

According to the 2005 South Carolina Statistical Abstract, a publication of the SC Budget and Control Board, of persons age 25 and older, 19.6% have some college but have not attained a degree while 7.2% possess an associate degree. Less than ten percent of the citizens in counties served by the USC regional campuses hold a four-year degree as compared to state and national levels of 21 and 25 percent respectively. According to data gleaned from the Economic Research Service of the USDA, in 2004 unemployment distribution in those counties stretched from a low of 7.1% in Laurens County to a high of 12.4% in Union County. The state average was 6.8%. Since most of the service areas are rural, and not easily accessed by the interstate highway system, citizens depend upon what is available locally, be it employment or education.

Graduates of the BLS program are expected to impact these statistics by improving the education level of areas in which they live, which may, in turn, allow for economic development. Currently, new industry does not locate in areas such as are described here, distinctly because of the education level of the local population and its inability to adapt to change. In addition to the USC regional campuses,

technical colleges are located in many of these areas. Partnering with these technical colleges, USC will develop a dialogue to assure that the degree is open to as many associate-degree earners as possible. Therefore, the BLS program will improve not only the education of local citizens, but over time may contribute to the economic welfare of the whole community.

In addition to its broad-based curricular requirements, the BLS degree will offer an opportunity for building a theoretical and practical bridge between the University and the community via an internship component. The internship will provide a service learning opportunity for students and at the same time will benefit local businesses and service organizations. In the past, students in associate degree programs had no such opportunity to put into practice what they learned in the classroom. The internship primes them for contributing to their communities' improved economic health.

#### Relationship of Program to Other Programs within Institution

USC Aiken offers a BA and BS in Interdisciplinary Studies; USC **Beaufort** offers a BA in Liberal Studies; and USC Upstate offers a BA and a BS in Interdisciplinary Studies. The proposed program differs from the Interdisciplinary Studies and Liberal Studies majors at Aiken, Beaufort, and Upstate in the specificity of requirements needed for graduation. Moreover, none of those campuses is able to make its degree accessible to populations outside its geographic service area.

The BLS degree is unlike any other currently in place at the University. It proposes to provide access to a baccalaureate degree for students enrolled on the regional campuses, enriching the undergraduate offerings currently available. It will allow students to build on the AA and AS degrees and the array of upper-level courses already available. Although BLS is a new option, it will utilize and reinforce many current resources and programs. A major resource is regional campuses faculty whose specific expertise can, through distance education delivery, be shared with students at multiple campuses. The variety of disciplines represented by faculty affiliates supports the multidisciplinary nature of the degree program.

In recent years, the Columbia-based Bachelor of Arts in Interdisciplinary Studies has been available to students on regional campuses, giving them a baccalaureate option. However, within the year the **BAIS** will be modified to focus on professional studies courses offered only on the Columbia campus.

Therefore, it will no longer be a feasible option for regional campuses students, thus creating a critical need for the BLS.

### **Comparison of Program to Programs at Other Institutions**

The proposed program is based on a review of baccalaureate degrees in liberal studies and curriculum delivery through distance education at other universities. Many institutions of higher education have extensive course listings available through online and telecommunication formats, with online classes outnumbering those offered through video. However, very few schools provide access to upper-level courses, using distance education, which lead to a bachelor's degree in liberal studies.

Nationally, Penn State University offers a BA in Letters, Arts and Sciences, available through distance education. In 1998, PSU, a world leader in distance education, launched a "World Campus," a virtual college which became the 25<sup>th</sup> college in that university's system. The BA in Letters, Arts and Sciences has some similarities to the proposed BLS. Before the World Campus came into being, the above degree could be earned at five (5) of Penn State's regional campuses.

Another major and highly successful public system is the University of Wisconsin, which has a dozen four (4) year, degree-granting campuses. Since 1978, UW Oshkosh has had a Bachelor of Liberal Studies degree. At present, about 9-12 credit hours of that degree's requirements can be earned through online and/or distance video. UW at Stevens Point also offers a Bachelor of Liberal Studies degree. Of note, multiple baccalaureate opportunities are available at all of UW's four (4)-year campuses. Looking at other large public institutions, the University of Oklahoma grants a Bachelor of Liberal Studies degree which can be earned entirely through online courses. Indiana University has regional campuses and employs distance education to offer the Bachelor of General Studies (BGS) that has some of the components of the proposed degree. However, the requirements are considerably more flexible than those for the BLS. Unlike USC's regional campuses, students at IU's seven (7) regional campuses have access to anywhere from 17 to 35 to 90 undergraduate degrees.

As for most other universities in the United States, programs in liberal studies exist, as do distance education opportunities, but not in combination. For example, both Georgetown University and Notre Dame offer baccalaureate degrees in liberal studies, but they are only available to students who can be physically present in Washington, D.C. or South Bend, Indiana. The same situation is true at Boston

University's Metropolitan College, where a BA or a BS of Liberal Studies in Interdisciplinary Studies can be earned. The University of Kansas provides an extensive list of online courses, but no undergraduate degree can be earned using that method.

Regionally, the University of North Carolina at Greensboro offers a Bachelor of Arts in Liberal Studies, which is available through distance education. Although this program has some similarities to the proposed degree, there are significant differences. UNC Greensboro's requirements, both in the area of general education and upper-level coursework, are less stringent. Furthermore, at that institution, no common course experience, internship, and capstone course are required. North Carolina State does not offer a BLS. As for the University of Georgia, distance education is used for a few specialized master's degrees, but no undergraduate degrees are available using that form of instructional delivery. An AB, a BFA, or a BS in Interdisciplinary Studies can be granted, but only to students on the Athens campus. At the University of Tennessee, there is no BLS. The only interdisciplinary program is in the College of Health Science.

Some of South Carolina's private institutions do offer undergraduate majors that are multidisciplinary **and/or** interdisciplinary in nature. For example, Converse has a B.S. in Mathematics and Computer Science, as does **Newberry** College. Additionally, **Newberry** College grants a B.S. in Computer Science and Business. However, these opportunities are place bound to those campuses, as neither has a distance education component. Wofford has baccalaureate programs in Intercultural Studies and also Intercultural Studies for Business. Again, these degrees are not available except on campus. Through a mix of psychology and sociology courses, Columbia College has a B.A. in Behavioral Science, which can only be obtained by taking on-campus classes. While **Furman** University offers several multilinterdisciplinary majors, there are no distance education classes offered for credit. Charleston Southern University has a B.S. in Biochemistry, but it is only available on that campus.

As for public colleges and universities, a review of program descriptions from Clemson University, South Carolina State University, Winthrop University, Francis Marion University, and Lander University indicates that none of these institutions offers a similar program. The College of Charleston does grant a baccalaureate degree in Historic Preservation and Community Planning, but students have to be in Charleston to undertake that major.

## ENROLLMENT

### Admissions Criteria

Students may apply after successful completion of at least 45 semester hours of accredited, college-level work. A minimum grade point ratio of 2.0 is required for admission.

### Projected Student Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2007-2008	30	390	30	390	30	180
2008-2009	75	975	75	975	75	450
2009-2010	100	1300	100	1300	100	600
2010-2011	100	1300	100	1300	100	600
2011-2012	100	1300	100	1300	100	600

These estimates are based on the following:

- Currently, approximately 80 regional campuses students (fulltime and part time) are enrolled in the BAIS degree program. Current BAIS students will be supported until their degrees are completed, but no new students will be admitted to BAIS after the current academic year. Assuming that students may enroll in BLS beginning Fall 2007, it is anticipated that students who would formerly have enrolled in BAIS will enroll instead in BLS at the rate of 20 per year.
- A modest additional enrollment increase (15 students per year) is projected based on the degree's appeal to technical college graduates and others who find it the most attractive and accessible baccalaureate option.
- After the first two years the number of newly enrolling students will be offset by the number of graduates (as well as minimal attrition), resulting in a stable enrollment of approximately 100 students per year.
- Each student will enroll in an average of 13 credit hours per semester and 6 credit hours per summer.



## Additional Student Enrollment

ESTIMATED NEW ENROLLMENT						
YEAR	FALL		SPRING		SLIMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2007-2008	0	0	0	0	0	0
2008-2009	15	195	15	195	15	90
2009-2010	30	390	30	390	30	180
2010-2011	45	585	45	585	45	270
2011-2012	45	585	45	585	45	270

## CURRICULUM

The BLS is designed for students with more than one academic interest who want to pursue a **four-** year degree in liberal studies. The curriculum design is modeled on baccalaureate curricular requirements from various majors within the College of Arts and Sciences at USC Columbia. Pursuit of the BLS provides students the opportunity to exercise options which will make their undergraduate experience broader and richer, involving rigorous study in at least two fields. The degree also offers a knowledge and contextual base regarding South Carolina culture from the perspective of the student's chosen fields. A blended delivery model, consisting of the traditional classroom, two-way video, and online courses, will serve students on **USC's** regional campuses particularly well. It is anticipated that students with **AA** and **AS** degrees, both from **USC's** regional campuses and from other institutions, will view this degree choice as one that fits their needs. The expectation is that general education requirements will be met by many students through completion of **AA/AS** degrees.

An individual Program of Study (POS), with both educational and career goals in mind, will be crafted through careful planning between the academic advisor and the student. The advisor will help the student determine a path of study based upon close scrutiny of transcripts, stated career choices, and areas of interest. At all times the advisor will offer realistic assessment of academic goals and career possibilities. The POS must be in place by the start of the senior year and normally will not be altered thereafter.

***No course may count in more than one category.***

**1. GENERAL EDUCATION REQUIREMENTS (41-51 hours)**

Writing (6)

ENGL 101, 102. Must be passed with grade of C or better

Foreign Language (0-9)

Demonstration of proficiency in one foreign language equivalent to minimal passing grade on exit exam in 122 course

Numerical and Analytical Reasoning (6-7)

(to be met in one of the following ways)

- 1) MATH 122 or 141 with either CSCE 101 or STAT 110 or PHIL 110
- 2) MATH 122 or 141 with a higher level math course such as MATH 170 or 172
- 3) CSCE 101 and CSCE 102; STAT 110 and STAT 201; PHIL 110 and PHIL 111

Laboratory Sciences (8)

Two laboratory courses selected from the following fields: astronomy, biology, chemistry, environmental studies, geology, marine science, physics

Liberal Arts (21)

Fine Arts (3)

History (3)

PHIL 102 (3)

**Social/Behavioral Sciences (3)**

SPCH 140 (3)

Electives (must include two disciplines) (6)

**2. MAJOR REQUIREMENTS (36 hours)**

Required Courses

All courses must be at the 300-level or above with at least 12 hours in addition to the three required courses at the 400-level or above. All grades must be C or better.

The following three (3) courses are required of all majors:

PALM 493 South Carolina Studies (3) (Prereq: Junior standing) See course description below, under "New Courses."

PALM 494 Internship (3) (Prereq: Junior standing) See course description below, under "New Courses."

UNIV P401P Senior Capstone Experience (3) (Prereq: Senior standing) Research and writing from multiple perspectives, to include the student's major and cognate, culminating in a senior thesis.

The student's major will be chosen from one of the following three (3) options:

***Social/Behavioral Sciences Option***

A minimum of 27 hours from two (2) of the following disciplines: anthropology, economics, geography, political science, psychology, sociology (27 hours)

***Arts/Humanities Option***

A minimum of 27 hours from two (2) of the following disciplines: art, English, history, languages, philosophy, religious studies, theatre (27 hours)

***Science/Mathematics Option***

A minimum of 27 hours from two (2) of the following disciplines: astronomy, biology, chemistry, environmental studies, geology, marine science, mathematics, physics, statistics (27 hours)

**3. COGNATE (12 hours)**

The cognate is comprised of a discipline not included in the student's major option but philosophically and ontologically joined to it. A minimum of 12 hours of coursework at the 300 level or above from one of the following disciplines: anthropology, art, business, criminal justice, dance, economics, education, English, geography, history, languages, mathematics, philosophy, political science, psychology, physical **and/or** biological sciences, religious studies, social work, sociology, theatre. The cognate cannot be a discipline included in the student's major option.  
(12 hours)

**4. ELECTIVES (21-31 hours)**

**New Courses**

- **PALM 493 South Carolina Studies:**

Reading and writing about South Carolina from multiple perspectives and disciplines selected from anthropology, art, ethnic studies, geography, geology, history, literature, music, political science, natural sciences, and religion.  
Normally taken during the student's junior year.

- **PALM 494 Internship:**

Supervised immersion and exploration in a field related to the major with a career, civic, cultural, or community focus.

## Faculty

Home Campus	Academic Rank	Highest Degree	Field of Study	Status
Lancaster	Assistant Professor	PhD	Anthropology	Existing
<b>Lancaster*</b>	Associate Professor	MFA	Art	Existing
<b>Lancaster*</b>	Assistant Professor	PhD	Biology	Existing
<b>Lancaster*</b>	Assistant Professor	PhD	Chemistry	Existing
Lancaster	Instructor	MA	Economics	Existing
<b>Lancaster*</b>	Associate Professor	PhD	English	Existing
Lancaster*	Assistant Professor	Ph.D.	English	Existing
Lancaster*	Assistant Professor	PhD	<b>French/English</b>	Existing
Lancaster*	Associate Professor	PhD	History	Existing
Lancaster*	Assistant Professor	PhD	Philosophy	Existing
<b>Lancaster*</b>	Assistant Professor	PhD	Psychology	Existing
Lancaster	Assistant Professor	MFA	<b>Theatre/Speech</b>	Existing
<b>Lancaster*</b>	Assistant Professor	PhD	English	Replacement 2007-08
<b>Lancaster*</b>	Assistant Professor	PhD	History	Replacement 2007-08
<b>Lancaster*</b>	Assistant Professor	PhD	Mathematics	Replacement 2007-08
<b>Lancaster*</b>	Assistant Professor	PhD	Religious Studies	Replacement 2008-09
Lancaster*	Assistant Professor	PhD	Sociology	Replacement 2008-09
Salkehatchie	Professor	MFA	Art	Existing
Salkehatchie'	Assistant Professor	PhD	Biology	Existing
<b>Salkehatchie*</b>	Assistant Professor	PhD	Biology	Existing
Salkehatchie	Associate Professor	PhD	Chemistry	Existing
Salkehatchie*	Associate Professor	PhD	English	Existing
Salkehatchie'	Assistant Professor	PhD	History	Existing
Salkehatchie*	Assistant Professor	PhD	Psychology	Existing
Salkehatchie*	Assistant Professor	PhD	Sociology	Existing
Salkehatchie'	Assistant Professor	PhD	Mathematics	New 2010-11
Sumter	Professor	PhD	Anthropology	Existing
Sumter	Professor	MFA	Art	Existing
Sumter	Associate Professor	PhD	Biology	Existing
Sumter	Professor	PhD	Chemistry	Existing
Sumter	Professor	PhD	Chemistry	Existing

Sumter	Associate Professor	PhD	Economics	Existing
<b>Sumter*</b>	Associate Professor	PhD	English	Existing
Sumter'	Assistant Professor	PhD	English	Existing
<b>Sumter*</b>	Associate Professor	PhD	History	Existing
Sumter*	Professor	PhD	History	Existing
Sumter	Associate Professor	PhD	<b>Physics/Mathematics</b>	Existing
Sumter	Professor	PhD	Political Science <sup>1</sup> Philosophy	Existing
Sumter	Associate Professor	PhD	Psychology	Existing
<b>Sumter*</b>	Professor	PhD	Psychology	Existing
Sumter	Professor	PhD	Sociology	Existing
<b>Sumter*</b>	Assistant Professor	PhD	Speech	Existing
<b>Sumter*</b>	Assistant Professor	PhD	Anthropology	Replacement 2007-08
<b>Sumter*</b>	Assistant Professor	PhD	Art	Replacement 2007-08
Sumter'	Assistant Professor	PhD	Languages	Replacement 2007-08
<b>Sumter*</b>	Assistant Professor	PhD	Mathematics	Replacement 2007-08
Sumter'	Assistant Professor	PhD	Biology	Replacement 2008-09
Sumter'	Assistant Professor	PhD	History	Replacement 2008-09
Sumter'	Assistant Professor	PhD	Physics	Replacement 2008-09
Sumter*	Assistant Professor	PhD	Chemistry	Replacement 2009-10
Union*	Assistant Professor	PhD	<b>English/Women's Studies</b>	Existing
Union'	Professor	EdD	Psychology	Existing
Union'	Assistant Professor	PhD	<b>Philosophy/Religious Studies</b>	Existing
Union'	Assistant Professor	PhD	<b>Biology/Chemistry</b>	Existing
Union'	Assistant Professor	PhD	Mathematics	New 2011-12
Columbia'	Professor	PhD	English	Existing
Columbia'	Assistant Professor	PhD	<b>English/Women's Studies</b>	Existing
Columbia'	Assistant Professor	PhD	History	Existing
Columbia'	Assistant Professor	PhD	Psychology	Existing
Columbia'	Instructor	MA	Sociology	Existing

Columbia faculty included herein are members of the Continuing Education unit, whose faculty governance and tenure reside with Regional Campuses.

\*These faculty have been or will be trained in two-way interactive video instruction.

Students pursuing the BLS degree may choose to take courses through a wide array of options. Faculty on the regional campuses who are appropriately approved will continue to teach upper-level courses, many of which will still be offered through the traditional classroom-contained live-instruction mode. A number of these faculty, however, have participated in (or will participate in) workshops for training in technology used in delivery of two-way interactive video courses that reach students on multiple campuses simultaneously. Students also will have access to a small but growing number of **Web-**based courses, as well as courses offered through correspondence and telecommunications.

The majority of faculty members on regional campuses hold the **PhD**, and new hires at the rank of assistant professor and above must hold the **PhD** or other terminal degree. Replacement and new faculty hires are made with the expectation that the faculty member will teach courses in this program. Until the fourth year, existing faculty already teaching 300/400-level courses as part of their existing load will adequately cover BLS courses. Modest new hires (0.5 **FTE/year**) are anticipated for the fourth and fifth years.

BLS students will choose one from three major options: social/behavioral sciences, arts/humanities, or science/mathematics. The first two options will be available when the degree is initially offered, and the science/mathematics option will be phased in after the first two or three years. This schedule coincides with available faculty: hires over the next few years will provide faculty in the science/mathematics area, where their numbers currently are low. This phase-in also matches an indication of student preference based on survey results. Currently enrolled regional campuses **BAIS** students were asked to indicate, if they had had the option of BLS instead of BAIS, which major option they would have chosen. The response rate was slightly more than 50%. Of a total of 47 respondents, 32 selected social/behavioral sciences, 9 selected arts/humanities, and 6 selected science/mathematics.

The definition of faculty FTE for purposes of this proposal is based on the regional campuses' typical teaching load of four three-hour courses in each of two semesters, for a total of eight sections per year. Thus teaching one course per year as part of BLS would constitute one-eighth FTE, teaching two would constitute one-quarter, and so on.

Duties associated with the administration of this program will be added to the duties of current administrative positions.

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2007-2008	0	0	6	1	6	1
2008-2009	0	0	6	1	6	1
2009-2010	0	0	6	1.25	6	1.25
2010-2011	0	0	6	1.5	6	1.5
2011-2012	0	0	6	1.5	6	1.5
Faculty						
2007-2008	0	0	55	13.75	55	13.75
2008-2009	0	0	55	13.75	55	13.75
2009-2010	0	0	55	13.75	55	13.75
2010-2011	1	0.5	55	13.75	56	14.75
2011-2012	1	0.5	56	14.75	57	15.25
Staff						
2007-2008	0	0	6	0.75	6	0.75
2008-2009	0	0	6	0.75	6	0.75
2009-2010	0	0	6	1	6	1
2010-2011	0	0	6	1.25	6	1.25
2011-2012	0	0	6	1.25	6	1.25

#### Physical Plant and Equipment

The existing physical plant and equipment are adequate to support the program for at least the first five years. The Palmetto Programs Room in the Hampton Street Annex on the USC Columbia campus has codec capabilities consistent with those available on each of the six receiving sites on the campuses, as well as plasma screen monitors. There should be no additional physical plant requirements in the foreseeable future.

## Library Resources

Traditional measures of library resources have become dated with the emergence of the virtual academic library. Since the implementation of PASCAL's SC Academic Virtual Library in January 2005, millions of full-text articles in over 16,000 electronic academic research journals have been made available to the students at all USC Libraries, including those of the regional campuses. In early 2007, a new phase of this project called "PASCAL Delivers" will make over 12 million volumes available to students at the regional campuses and other SC academic libraries. When complete, faculty, students and library patrons will be able to retrieve library material from any academic library in South Carolina through a web-request. Turn-around time for such requests should be less than two days. This project is currently in the testing phase.

The libraries of the regional campuses have experienced extensive growth in the number of patrons seeking information by traditional means as well as by the world-wide web. Library usage statistics (Act 629 Summary Reports on Institutional Effectiveness) for 2004-05 indicate that current holdings for each of the campuses are as follows:

	USC Lancaster	USC Salkehatchie	USC Sumter	USC Union
<b>Total Volumes (Includes av, periodicals and documents)</b>	<b>96,574</b>	<b>76,249</b>	<b>88,170</b>	<b>40,030</b>
<b>Electronic databases</b>	<b>109</b>	<b>20</b>	<b>125</b>	<b>20</b>

The ACRL standards recommend that for an FTE student population of 1,000 to 2,999, a minimum collection of 40,000 volumes is required. The smallest regional campus (USC Union) has approximately 200 FTE, while USC Lancaster and USC Sumter have slightly less than 1000 FTE. All campuses are, therefore, within the ACRL Standards.

For over 40 years, the regional campuses have emphasized access to a liberal arts based education. Library holdings on all campuses tend to place an emphasis on literature, history, psychology, sociology, foreign languages and the basic sciences. Qualitatively, this is a good match for the types of information that would best serve the type of degree being proposed. No significant increase in expenditures would be necessary to support this degree during the first five years of implementation.



### New Costs to the Institution and Sources of Financing

Because technology is already in place and existing administrators and staff will absorb the management of this degree, the only new costs are attributable to three areas. First, faculty who teach two-way interactive video courses participate in a summer technology training workshop; because the workshop occurs outside their nine-month contract, they are compensated for this effort. Second, advertising and materials to promote the degree in the communities it serves must be purchased. Third, modest new faculty hires will be needed during the fourth and fifth years.

ESTIMATED COSTS BY YEAR						
CATEGORY:	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	TOTALS
Program Administration						
Faculty Salaries				\$25,200	\$25,200	\$50,400
Graduate Assistants						
Clerical/Support Personnel						
Supplies and Materials						
Library Resources						
Equipment						
Facilities						
Marketing/Promotion	\$5,000	\$20,000	\$20,000	\$5,000	\$5,000	\$55,000
Faculty Training*	\$57,968	\$36,230	\$43,476	\$14,492	\$4,492	\$156,658
Totals	\$62,968	\$56,230	\$63,476	\$44,692	\$34,692	\$262,058

\*Based on Summer 2006 average stipend of \$3,623

SOURCES OF FINANCING BY YEAR						
CATEGORY:	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	TOTALS
Estimated FTE Revenue Generated from the State						
Tuition Funding (New students only)	0	\$100,800	\$201,600	\$302,400	\$302,400	\$907,200
Other State Funding (Legislative Approp.)						
Reallocation of Existing Funds						
Federal Funding						
Other Funding (Endowment, Auxiliary, etc.)						
Totals	0	\$100,800	\$201,600	\$302,400	\$302,400	\$907,200

These estimates are based on the following:

- "Additional" (new) student enrollment included in the ENROLLMENT section of this document
- Assumption of tuition collected at an average of \$210 per credit hour (taking into account full-time and part-time status, resident vs. nonresident, and differential for two-way interactive video courses)

**Institutional Approval**

**Columbia Faculty Senate**

**December 7, 2005**

**USC Board of Trustees**

\_\_\_\_\_

**Commission on Higher Education**

\_\_\_\_\_

**Accreditation, Approval, Licensure, or Certification**

**SACS**

\_\_\_\_\_